

under the law that existed when the conduct took place has timeless and universal appeal." Kaiser, 494 U.S., at 855, 110 S.Ct., at 1586 (SCALIA, J., concurring). In a free, dynamic society, creativity in both commercial and artistic endeavors is fostered by a rule of law that gives people confidence about the legal consequences of their actions.

It is therefore not surprising that the antiretroactivity principle finds expression in several provisions of our Constitution. ... These provisions demonstrate that retroactive statutes raise particular concerns.

In certain circumstances, retroactive legislation may be permissible, but the intent to make the law retroactive must be clear. Landgraf, 511 U.S. 268-271. Here, the New FCC Rule was adopted several years after the conduct in question of the YISD, well before YISD would have been on notice. In addition, the Commission certainly did not intend to make the New FCC Rule retroactive, as demonstrated by the express terms of Commission orders, so such exception is inapplicable. Accordingly, it is a violation of the constitutional and other rights of YISD for the SLD in the Decision to effectively apply the New FCC Rule retroactively.

In its orders discussed above, the Commission did not indicate that even serial, annual replacement of items acquired using Program funds and their transfer to ineligible locations violated any Commission rules or Program requirements. Instead, the Commission stated that nothing in its rules prohibited such conduct. The Commission's Office of Inspector General also found no violations for similar actions. If the Commission did not find violations with that sort of conduct, which is much, much more egregious than anything SLD alleges YISD is to have done with respect to the Routers, it is clear that YISD's conduct with regard to the Routers does not and did not violate any Program rules.

It is very important to remember that the replacement of the Routers was not part of serial, annual replacement by YISD [as apparently occurred at other districts], but instead part of a major

re-configuration of the entire computer network of YISD into a wide area network. This was a one-time change, not a annual event. Such re-configuration was itself the result of changed circumstances required in order to serve the educational requirements of YISD faculty and students. Moreover, rather than simply move the Routers to ineligible locations [as apparently occurred at other districts], YISD continually sought for years [and continued to seek] a functional and compatible use of the Routers at eligible locations for an eligible project.

YISD did not wish the Routers to go un-used; indeed, YISD paid for a portion of the costs of the Routers and also paid substantial amounts for 20 similar routers for ineligible schools. Of course, it also needs to be made clear that, under the DHCP Project beginning in October 2003, all of the Routers are in fact now in use at each of the eligible locations to which they had been originally assigned.

Quite simply, there was no contemporaneous rule or policy in place prohibiting YISD from engaging in the complained-of conduct, which YISD could have violated at the time. YISD's conduct was also reasonable and justifiable in the circumstances. In any event, the Routers are now in use at the eligible sites.

B. Under these circumstances, YISD's replacement of the Routers did not constitute "waste, fraud, or abuse".

There was no waste, fraud, or abuse involved in the removal of the Routers by YISD. YISD made reasonable business decisions on the acquisition of the Routers, the wide area network installation, the removal of the Routers, and the proposed re-uses of the Routers. YISD also took great care to try to re-use the Routers for other projects under the Program, and continued to seek to do so.

The Audit states in this regard, after noting that there is no USAC authority on the issue:

...using the routers for such a limited time would tend to indicate poor controls over the implementation of technology products purchased with E-rate funds, and could also be viewed as a waste of USAC funds”.

Please note that the Audit conclusion does not state that there is in fact a waste of Program funds, but instead one could possibly view it as a waste. The auditors’ language recognizes that the issue is not conclusive.

YISD acted reasonably throughout this process. Its decision to conduct a network upgrade under Year 3 of the Program was reasonable, based at minimum upon its 1998 Technology Plan and its then-current anticipated needs. It was also reasonable for YISD not to acquire and install a high-speed wide area network during Year 3 of the Program, but instead do the upgrade, in light of the lesser needs at the time and the much higher costs for such WAN service at the time. There was no intent by YISD to not use or to replace the Routers when they were sought for Year 3 funding. Indeed, YISD concurrently acquired similar routers at a large number of ineligible locations at the same time using its own funds; that acquisition is further evidence of YISD’s intentions at that time. YISD’s subsequent decision to change its computer network to a high-speed wide area network was also reasonable in light of, among other things, the 2001 Technology Plan, the changed instructional and other needs of YISD, and the reduced costs of WAN service in the interim. Since the Routers could not be used with the wide area network, it was reasonable for YISD to not use the Routers for its network. YISD also did not take such step lightly, among other things, due to its own direct financial investment in the similar routers for ineligible campuses. Because there might be a risk of loss or damage to the Routers if kept in place unused, it was reasonable for YISD to remove the Routers and place them in a centralized, secure location, pending re-use. It was also reasonable for

YISD to seek to re-use the Routers for its Year 4 Voice Over IP Project and for its Year 6 Voice Over IP Project. YISD was also being reasonable in seeking to re-use, and in fact now using, the Routers for the DHCP Project.

YISD's conduct is and has been both reasonable and justifiable. YISD did not try to abuse the system. YISD made reasonable determinations and decisions, which ultimately led to the Routers no longer being needed for their original purpose. Even so, rather than have the Routers go un-used, YISD actively sought to use the Routers for other eligible projects at eligible facilities, in order to give effect to YISD's original intent to use the Routers for Program projects. It might be noted that, if the SLD had more timely approved Year 6 funding [delayed almost 11 months after the beginning of that Program year and over 29 months since the Year 6 Form 470 was posted], the Routers likely could have been used for the Voice Over IP Project some time ago.

Of course, in any event, the Routers are actually now in use at the eligible schools. In fact, each Router is in place and being used at the same eligible school at which it was originally located. The Routers have not been "wasted". They are being used for an eligible project [albeit such project was put in place using YISD's own funds] at the same eligible locations. There is no "waste" here.

Once again, this is not a situation where YISD upgraded the same system every year using Program funds, which was a problem that apparently occurred at a number of locations nationwide as indicated by the above-quoted Commission orders. The Commission orders and OIG report did not state that such conduct represented "waste, fraud, or abuse" under the Program. The Commission orders and report in fact admit that such conduct did not violate any Program rules. If the Commission did not find that such egregious conduct constituted "waste, fraud, or abuse", there are no grounds for the Decision to essentially find that YISD conduct as to the Routers constituted

“waste, fraud, or abuse”, either.

Consequently, there was no “waste, fraud, or abuse” by YISD concerning the Routers which would be grounds for requiring return of the Disputed Funds.

2. In the Decision, the SLD erroneously contends that YISD failed to carefully develop a technology plan and to properly and efficiently utilize equipment requested and obtained with E-Rate support.

A. YISD carefully developed its Technology Plans.

The Decision appears to be expressly based upon a contention by the SLD that YISD failed to carefully develop its Technology Plans. That contention is without merit.

As noted above, YISD adopted the 1998 Technology Plan, which contemplated that YISD would acquire the necessary technology to establish and maintain an adequate computer network at YISD. The following process was used in creating the 1998 Technology Plan. The 1998 Technology Plan was developed by a Technology Planning Task Force representing a diverse cross-section of YISD staff, facilitated by an outside consultant, Gilberto Moreno of INOVA International Services Group. At least 61 staff members of YISD, from a wide variety of instructional, administrative, technical, and other areas, participated in the Task Force. The mission of the Task Force was to review, analyze, and evaluate YISD’s then-current technology strategy in relation to and congruence with YISD’s District Improvement Plan and the Texas State Board of Education’s Long-Range Technology Plan 1996-2010. The initiative included a comprehensive strategic thinking and planning process focused on “The Four R’s Planning Process ®”. The strategic thinking approach used by the Task Force was based on reaching consensus on a new direction based on reflecting, reviewing, refining, and resolving a prioritized set of new initiatives that would enhance its technology plan. Fundamental to the success of the planning process was the development of a new

strategic profile that focused on a finite specific set of initiatives, which would be both manageable and with a high value potential. Using the aforementioned framework for strategic thinking, the Task Force focused on the following components: (a) organizational technology assessment survey; (b) reflection questions; (c) driving forces; (d) critical success factors; (e) goals and objectives; and (f) areas of excellence.

As described above, the 1998 Technology Plan was later superseded by the 2001 Technology Plan, which also contemplated the acquisition and maintenance of a sufficient computer network at YISD facilities. The 2001 Technology Plan was developed using a similar, though admittedly less exhaustive process.

The 1998 Technology Plan and the 2001 Technology Plan each was based upon the reasonable needs and resources of YISD. Specifically, each were concerned about network access and bandwidth issues. In addition, the 1998 Technology Plan and the 2001 Technology Plan each were consistent with the goals of the Program. The Program contemplated that funds thereunder would be used to acquire and maintain computer networks, and to upgrade the same; indeed, a significant part of Program funding has been granted and used for such purposes.

In 1999, YISD had a limited computer network in place. As discussed earlier, such network of YISD, however, was obsolete and was insufficient to meet the educational needs of YISD students and the goals of the 1998 Technology Plan. YISD then decide to upgrade aspects of its existing computer network. Pursuant to the 1998 Technology Plan, YISD decided to seek funding under Year 3 of the Program for various goods and services related to such network upgrade. The Routers were acquired using Program funds as a result. Between October 25, 2000 and November 5, 2000, the Routers were installed at the various YISD facilities, in accordance with the terms and conditions

of the Year 3 Contract. All of the Routers were in fact installed at eligible facilities, at such locations and in such numbers as described in the Year 3 Form 471. The Routers were thereafter in fact used for the network operations at YISD.

As explained in greater detail above, upon further review and reflection, and additional research and investigation, YISD determined that its existing computer network, even with the upgrades including the Routers, was insufficient to satisfy the ever-changing needs of its students and the ever-increasing demands for network capacity and speed. Changed circumstances required YISD to explore alternative methodologies of configuring its computer network, in order to meet instructional and related needs. After extensive review, YISD decided that a “High-speed wide area network that utilized layer 3 switching” or “High-speed WAN” should be established as the network methodology for YISD facilities. The chief benefits of a high-speed wide area network over the old network were improved performance, additional bandwidth available for future projects such as Voice Over IP, streaming video, point to point video, or video on demand as well as other bandwidth intensive applications that were listed in the then-current Technology Plan. Numerous problems with the existing network were encountered by teachers and students at the classroom level, and the high speed wide area network was designed and intended to address those problems. The old network had become a serious detriment to the education of YISD students.

Once the high speed wide area network offering became reasonable and YISD could justify the expense in alignment with the updated version of the Technology Plan, YISD recognized that, if it chose to install a high-speed wide area network solution, it would no longer need the Routers for its network. The Routers were no longer required under such high-speed wide area network, so YISD investigated alternative uses for the Routers for eligible projects at eligible facilities.

It is not unusual for any user of technology to learn that a prior technology project, especially a computer network, no longer is adequate to meet its original goals. Technology changes quickly, as do the demands upon technological systems. YISD worked diligently and prudently on its Technology Plans, and carefully developed the same in a reasonable fashion. It is unreasonable for the SLD to seek to penalize YISD simply because of unanticipated changes in network demands and in available technology. It would have been unreasonable for YISD to continue with the old network, simply to use the Routers, in light of the serious problems at the classroom level caused by the old network. YISD acted carefully reasonably in its original decision to acquire the Routers. Once the Routers were no longer usable for their initial purpose, YISD acted reasonably in searching for and ultimately finding an alternative, eligible use of the Routers.

YISD carefully developed its Technology Plans and any contention to the contrary in the Decision is without merit.

B. YISD properly and efficiently utilized the Routers.

It cannot be emphasized enough that, between October 25, 2000 and November 5, 2000, the Routers were installed at the various YISD facilities, in accordance with the terms and conditions of the Year 3 Contract. All of the Routers were in fact installed at eligible facilities, at such locations and in such numbers as described in the Year 3 Form 471. The Routers were thereafter in fact used for the network operations at YISD. In other words, the Routers were in fact used for the intended purpose.

Admittedly, though, the Routers were not used as long as expected for the intended purpose, due to the overwhelming need for YISD to create a high speed wide area network in order to address classroom-level problems with the then-existing network. As part of the change-over to the new

network, the Routers were no longer needed.

Since the Routers would not be needed for the YISD computer network if the high-speed wide area network was established, YISD investigated alternative uses for the Routers for eligible projects at eligible facilities. In short, even though the intended purpose of the Routers became obsolete, YISD investigated new uses for the Routers that were consistent with the intent, scope, and eligibility requirements of the Program. YISD wanted any new use to be an eligible use at eligible facilities. As part of this desire, the Router serial numbers were inventoried and catalogued to the specific eligible site location to which they had been assigned. In other words, YISD kept track of exactly which Router went to which eligible location. YISD had also acquired 20 similar routers using its own funds, which were also rendered obsolete due to the change in networks.

The Routers were used for their original purpose until the high speed wide area network was put in place. At that time, since the Routers were no longer being utilized for network purposes and YISD desired to ensure the safety of the Routers for the proposed future use, YISD removed the Routers from their initial sites in the summer of 2002 and placed them in a secure storage area pending subsequent use as planned.

YISD initially decided that the Routers should be used in connection with the Voice Over IP Project for which funding was sought under Year 4 of the Program. Voice Over IP Project would allow YISD to consolidate its voice and data networks, and this would allow YISD to terminate at least one Program-eligible T-1 line per each of the sixty-odd campuses, saving Program funds. In addition, the Voice Over IP Project also permitted a much greater capacity. The use of the Routers on hand would therefore eliminate the requirement to purchase new routers as part of the Voice Over IP Project. The Voice Over IP Project sought to utilize the Routers for eligible purposes at eligible

locations. Unfortunately, Year 4 funding was denied by the SLD for such project for that year.

Thereafter, after extensive review, YISD considered re-seeking such funding for the Voice Over IP Project for Year 5 of the Program, using the Routers. Ultimately, though, such project was not included in the final Form 471 for Year 5 of the Program. YISD, though, planned to continue with that project in future Program years. In any event, even if the Voice Over IP project had been included in YISD's request for Year 5 funding, such funding would have been denied along with the rest of YISD's Year 5 request.

For Year 6 of the Program, YISD planned to utilize the Routers for the Voice Over IP Project. Again, YISD wanted to re-use the Routers for an eligible project at eligible locations. After a procurement process, and subsequent award and signing of a contract for such project, YISD filed its Form 470 for Year 6 on February 5, 2002. Once again, there was a significant delay by the SLD in making a decision on YISD request for funding, here under the Year 6 Form 471. In fact, the SLD did not make such a determination until almost 11 months after the beginning of Year 6. Unfortunately, due to the continuing SLD delays since the Year 6 Form 471 was filed [not to mention the Year 4 and Year 5 efforts to fund the Voice Over IP Project], and the accompanying changes in technology, the Routers could no longer be reasonably utilized for the Voice Over IP Project at that time.

Nevertheless, despite its repeated, unsuccessful efforts, YISD did not give up on its attempt to re-utilize the Routers for an eligible project at eligible locations. Therefore, YISD planned to undertake the DHCP Project, which could use the Routers. The DHCP Project allowed an IP address to be dynamically assigned by the Routers a computer or printer, kept track of the IP addresses assigned, freed up YISD staff from having to manually assign and manage IP addresses, and

eliminated the need for additional replacement servers. YISD had the choice of acquiring new servers for the DHCP IP addresses, which were eligible for funding under the Program, or instead moving to the DHCP Project. In an effort to save Program funds, YISD decided to undertake the DHCP Project. Importantly, even though YISD believes the DHCP Project was eligible was Program funding, YISD did not seek or use Program funding for the DHCP Project. YISD used its own or other resources for the DHCP Project. The Routers were used for the DHCP Project.

The DHCP Project remains in effect, and the Routers continue to be used for that purpose. To be clear, the DHCP Project was first discussed before the Audit [as defined below] was concluded, and was begun many months before the Recovery Letter, Demand Letter, and Decision were issued. Under the DHCP Project, each Router was returned for use in the exact same eligible school at which such Router had been initially installed for the upgrade of the initial project. The useful life of the Routers under the DHCP Project is expected to be similar to that the Routers would have had if the old network had remained in place.

It is extremely important to point out that, at this time [being several years since the Audit was completed], all of the Routers are actually in place and in use, at the same eligible schools, for an otherwise eligible project [even though YISD used its own funds for the DHCP Project].

This is not a situation where YISD engaged in serial, annual replacement of equipment acquired with Program funds, and either ceased use of such equipment or moved such equipment to an ineligible location.

YISD's efforts with respect to these matters are reasonable and prudent, and were made in a manner consistent with then-rules of the Program. YISD in fact installed and used the Routers for their intended purpose. Thereafter, once the Routers were no longer needed due to the required

network change, YISD continued to seek alternative uses of the Routers at eligible locations for Program-eligible purposes. YISD persisted in this efforts despite multiple failures, and has already been using the Routers for the eligible DHCP project at eligible locations for over two years. The Routers have been efficiently used, and efficiently re-used. The Routers were also used in accordance with Program rules at the time, and re-used in compliance with Program rules. Indeed, as noted above, even the Commission acknowledged that Program rules at the time did not forbid serial, annual replacement of items acquired using Program funds and their transfer to ineligible locations. If that sort of behavior did not violate Program rules, YISD's conduct in this instance clearly did not violate Program rules, and represented a proper use of the Routers.

The Decision is erroneously in contending that the Routers were not properly and efficiently used.

3. The Decision was arbitrary and capricious, and is not justified.

YISD believes that the Decision is arbitrary and capricious.

In the first place, as noted by the FCC orders described above, there appears to have been a significant number of situations where the school or library involved would engage in serial, annual replacement of equipment acquired with Program funds, and either cease use of such equipment or move such equipment to an ineligible location. YISD is not alleged to have engaged in such conduct. Based upon review of the Commission website, media, and other sources, it does not appear that USAC/SLD has taken any action against those districts engaging in such egregious conduct. It is unreasonable for YISD to be the subject of proceedings to recover the Disputed Funds under circumstances what were much less of concern than the conduct of these other districts.

The Decision is also arbitrary and capricious since it may represent apparent improper bias

or retaliation by USAC against YISD arising out of the incidents giving rise to the Ysleta Order and/or the rulings therein. YISD vigorously challenged USAC and SLD decisions in those proceedings, and ultimately received what was in effect a partial victory. YISD still wonders why it was selected as the first school district nationwide to be denied Year 5 funding by USAC /SLD for such issues, even though its situation was less egregious than many other districts. Now, YISD questions why it is being singled-out for recovery of funds even though other districts apparently engaged in much more egregious conduct without sanction or penalty. That is not fair, and does not seem reasonable. An issue necessarily arises as to whether inappropriate motivations are present.

V. CONCLUSION

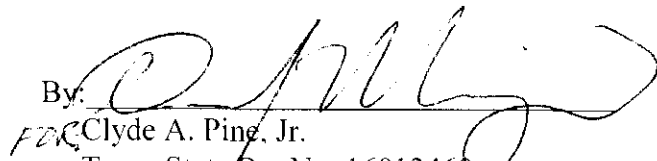
The Decision should be reversed.

Based upon the foregoing, additionally and in the alternative, the Decision is erroneous, and the Commission should reverse the Decision. Based upon the foregoing, additionally and in the alternative, the Decision should be reversed in its entirety. Under these circumstances, there are no legitimate grounds for the SLD to seek demand and recovery of the Disputed Funds from YISD.

SIGNED this ____ day of December, 2005.

Respectfully submitted,

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**Before the
FEDERAL COMMUNICATIONS COMMISSION
Washington, D.C.**

RECEIVED

DEC 12 2005

Federal Communications Commission
Office of Secretary

In the Matter of:	§	
	§	
Request for Review of the Decision of the	§	
Universal Service Administrator by	§	
	§	
Ysleta Independent School District	§	CC Docket No. 02-6
	§	
	§	
Schools and Libraries Universal Service	§	
Support Mechanism	§	

**APPENDIX TO REQUEST FOR REVIEW
(VOLUME I of III)**

<u>Description</u>	<u>Ex. No.</u>
1998 Technology Plan	1
2001 Technology Plan	2
Year 3 Form 470	3



STRATEGIC THINKING WORKSHOP

YISD LONG-RANGE INFORMATION TECHNOLOGY PLAN

**YSLETA INDEPENDENT
SCHOOL DISTRICT**

El Paso, Texas

Version 2.2



***facilitated by
Gilberto Moreno***

INOVA International Services Group, Inc.

March 1998



EXHIBIT

1

YSLETA INDEPENDENT SCHOOL DISTRICT
Long-Range Technology Plan
STRATEGIC THINKING WORKSHOP

FOREWORD

This document details the innovative strategic thought developed and proposed by the Long-Term Technology Planning Task Force representing a diverse cross-section of Ysleta Independent School District (YISD) talent. The mission of this Task Force is to revisit YISD's current technology strategy in relation to and congruence with YISD's District Improvement Plan. Defining a success template for future technology integration in conformance with local, state, and national mandates must impact and enhance YISD student performance.

Using the most current organizational management tenets, the strategic thinking process was facilitated by Gilberto Moreno of INOVA International Services Group. Special thanks to Sherry Lambert and her staff (in particular, Irma Velasquez and Beatrice Gutierrez) for their leadership and logistics assistance in facilitating the creation of YISD's new Technology "sandbox."

Ysleta Independent School District reserves the rights to all aspects of this planning document.

YSLETA INDEPENDENT SCHOOL DISTRICT
Long-Range Technology Plan
STRATEGIC THINKING WORKSHOP

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YSLETA INDEPENDENT SCHOOL DISTRICT
Long-Range Technology Plan
STRATEGIC THINKING WORKSHOP

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YSLETA INDEPENDENT SCHOOL DISTRICT
Long-Range Technology Plan
STRATEGIC THINKING WORKSHOP

EXECUTIVE SUMMARY

Ysleta Independent School District has enjoyed a rich history of student achievement, developing many of today's leaders in the Paso del Norte Region. Student excellence and success have been a hallmark of YISD alumni for many decades. However, the global reality continually introduces new forces of change necessitating a rethinking of how the Ysleta Independent School District supports and prepares its students to enter the workforce. Most importantly, the role of technology in students lives, present and future, warrants a rethinking of how technology can enhance student achievement.

As part of its continued effort to build and sustain itself as a 21st Century competitive public educational institution, YISD has undertaken a complete rethinking of its LONG-TERM TECHNOLOGY PLAN. The nature of how YISD uses technology directly impacting the learning process and environment is at the heart of rethinking YISD's technology direction..

This document details the innovative strategic thought developed and proposed by the Long-term Technology Planning Task Force in relation to and congruence with YISD's District Improvement Plan (DIP). Outlined is YISD's success template establishes strong connections between the information technology and professional development strategies, curriculum initiatives, and library service strategies in conformance with local, state, and national initiatives and mandates. In particular, the State Board of Education's new Long-Range Plan for Technology, 1996-2010 was used as a planning framework.

Using the most current organizational management tenets, the strategic thinking process was facilitated by Gilberto Moreno of INOVA International Services Group. Special thanks to Sherry Lambert and her staff (in particular, Irma Velasquez and Beatrice Gutierrez) for their leadership and logistics assistance in facilitating the creation of YISD's new Technology "sandbox."

THE STRATEGIC THINKING PROCESS

Using a proven process outlined in the diagram "Building a Foundation for Strategic Success", the planning task force embarked on a strategic thinking and planning journey that included the following key components of this plan. The results of each component is included in this document.

PLANNING COMPONENT	DELIVERABLES
DRIVING FORCES	A comprehensive discussion and agreement on the primary internal and external driving forces impacting the use of technology in the learning process. Included is an outline of the impact, needs, or basis of influence for the driving forces.
BELIEFS	As it relates to technology, its applications, and how they focus on student achievement, the team outlined their beliefs and values.
SWOT ANALYSIS	A "window" of the district's strengths, weaknesses, opportunities, and threats were defined and prioritized.
VISION	Using a planning horizon of 3-5 years, the group "traveled into the future" and paint a visual picture of what they have accomplished in the year 2000-2001.
CRITICAL SUCCESS FACTORS	Returning back to present reality, the task force defined "cause and effect" statements of what is critical for the successful realization of their vision. These statements were categorized and prioritized into nine (9) areas. In addition, every CSF defined was related to the State Plan Category (Teaching/Learning, Educator Prep & Development, Infrastructure, Administration & Support).

YSLETA INDEPENDENT SCHOOL DISTRICT
Long-Range Technology Plan
STRATEGIC THINKING WORKSHOP

GOALS / OBJECTIVES	Specific goals and associated objectives (measurements of success) were defined using the CSFs and previous foundations of strategic thought outlined above.
AREAS OF EXCELLENCE	Given the new strategic sandbox defined in the goals and objectives for the nine (9) key categories of success, what areas must YISD excel in to make the plan work?
TECHNOLOGY OPPORTUNITY FILTER	Using the previous kernels of creative thought, a filter to assess how each technology opportunity relates to the DIP and the YISD Technology Plan.
YISD'S TECHNOLOGY "REPORT CARD"	Given all the objectives defined above, what is YISD's new technology "report card"?
YISD TECHNOLOGY PHASING PLAN	The key milestones phased over the next five years is outlined.
KEY REORGANIZATIONAL CONSIDERATIONS	The group identified key considerations for the reorganization of the Technology Division within YISD, including key leadership attributes.
PLAN CONGRUENCY WITH E-RATE PROGRAM	Correlation of this comprehensive plan with the criteria established to qualify for the Universal Service Program fund.

HIGHLIGHTS OF THIS PLAN

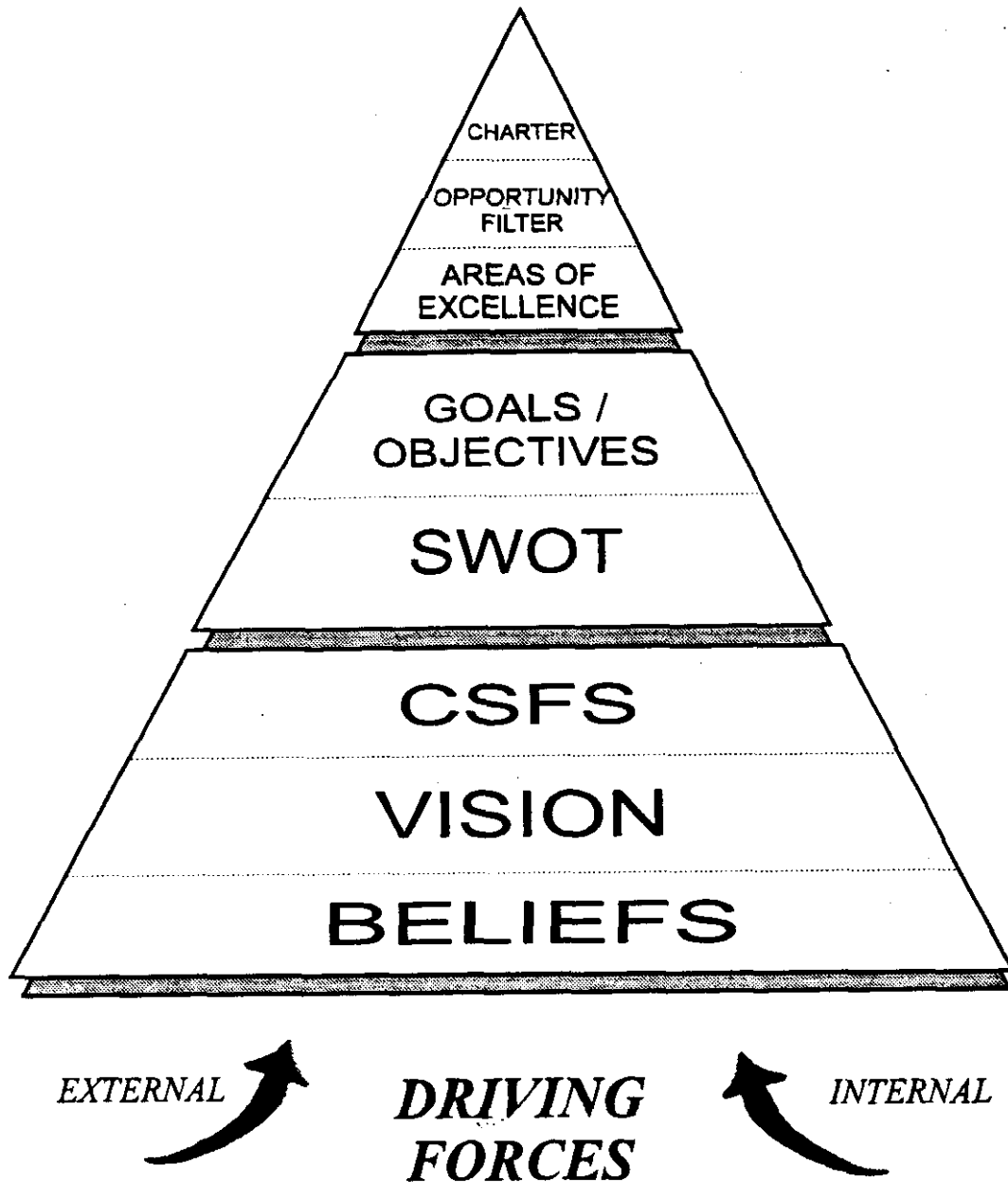
The major highlights of this YISD Long-Term Information Technology Plan include specific goals and objectives that when implemented will result in the following:

- **INCREASED YISD STUDENT PERFORMANCE, EXPECTATIONS, AND CHOICES**
- **IMPROVED MARKETABILITY OF YISD STUDENTS**
- **INCREASED ACCESS AND USE OF TECHNOLOGY TO MAXIMIZE LEARNING**
- **FORMALIZED STAFF DEVELOPMENT TO MAINTAIN SKILLS CURRENCY**
- **INCREASED ACCOUNTABILITY AND SHARING OF KNOWLEDGE**
- **INTEGRATION OF THE COMMUNITY IN THE LEARNING PROCESS**
- **USE OF TECHNOLOGY TO MARKET YISD ATTRACTING NEW RESOURCES**
- **IMPROVED SYSTEM SUPPORT SERVICES ENSURING UNIVERSAL ACCESS**

The plan includes specific goals that are congruent and consistent with the YISD District Improvement Plan (DIP) major initiatives, including:

1. *the use telecommunications and networking information systems to improve education and library services;*
2. *the development of the YISD human capital in the use of these technologies;*
3. *the assessment of current and future technology systems and services to deliver the best education;*
4. *adequate commitment of funds and time to implement the strategy; and,*
5. *evaluation tools to ensure all stakeholders have access to the best available technology and learning environments.*

"BUILDING A FOUNDATION FOR STRATEGIC SUCCESS"



YSLETA INDEPENDENT SCHOOL DISTRICT
Long-Range Technology Plan
STRATEGIC THINKING WORKSHOP

DRIVING FORCES

<u>DRIVING FORCES</u>	<u>IMPACT? NEED? BASIS?</u>
A) Superintendent pushes his vision regarding technology	<ul style="list-style-type: none"> ▶ must meet campus technology needs neglected for years
B) Campus Administration is either on (or not on) the "Technology" bandwagon	<ul style="list-style-type: none"> ▶ have a diverse set of expectations
C) Schools are requesting additional technology tied to student achievement	<ul style="list-style-type: none"> ▶ must enhance achievement with proper support ▶ need money and resources
D) Increased pressure to develop life-long learning skills	<ul style="list-style-type: none"> ▶ creating demand for new curriculum with technology focus
E) Campuses need help in developing technology plans	<ul style="list-style-type: none"> ▶ increased need for coordination and new skills ▶ professional development demands
F) Demand for technology products is ever-increasing as teachers and administration discover how technology makes them more efficient	<ul style="list-style-type: none"> ▶ focus on technology usage ▶ applicable to the learning process
G) Need to integrate technology with curriculum	<ul style="list-style-type: none"> ▶ technology is not a unique subject area, it permeates the entire curriculum ▶ TEKS technology concepts
H) State mandates in the entire learning process (TAAS, TEKS, Senate Bill 1, etc.)	<ul style="list-style-type: none"> ▶ teacher certification for new courses ▶ non-negotiable mandates ▶ increased need for resources (\$, personnel, time, etc.) ▶ implementation strategies ▶ staff development ▶ support services
I) Accountability system is changing (PDAS) in the schools and from the community.	<ul style="list-style-type: none"> ▶ information dissemination ▶ accountability based on information ▶ new information DBs ▶ new communication systems (E-mail)
J) Changing nature and dynamics of educator job roles	<ul style="list-style-type: none"> ▶ paradigm shifts ▶ new professional development strategies (new and veteran teachers alike) ▶ need to dictate to the universities what's needed ▶ need to change university roles in responding to technology in education
K) Teacher acceptance of technology is growing	<ul style="list-style-type: none"> ▶ new expectations ▶ new resources required (\$, services, training, etc.)

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L) Need to collaborate with other districts, universities, and the community (distance learning).	<ul style="list-style-type: none"> ▶ new resources ▶ new negotiating skills ▶ creative thinking skills ▶ risk taking
M) Business community has higher expectations	<ul style="list-style-type: none"> ▶ "win-win" must be defined ▶ forming collaboratives ▶ alignment of education with business needs ▶ assessments must be real and continuous ▶ forecast economic development needs ▶ higher level of commitment from business ▶ need to educate business / community regarding public schools today
N) Role of the local media	<ul style="list-style-type: none"> ▶ ± district image ▶ role of community in schools
O) Technology is a "different", changing animal that is always moving and unpredictable	<ul style="list-style-type: none"> ▶ constant changing of professional development resources ▶ impact on currency of skills and technology ▶ development of personal skills to include administration and staff, not just teachers
P) Teacher shortage with increased competition for IT talent	<ul style="list-style-type: none"> ▶ new hiring strategies required ▶ new incentives
Q) Parent / student expectations are ever increasing; want to be included and informed	<ul style="list-style-type: none"> ▶ informed patrons ▶ new communications channels needed ▶ new opportunities for involvement
R) Social-economic factors	<ul style="list-style-type: none"> ▶ low computer usage at home
S) Increasing Federal requirements (e.g., IDEA authorization, special education requirements, ADA impact)	<ul style="list-style-type: none"> ▶ rising referrals by students and clients ▶ new funding for equipment ▶ additional personnel ▶ more access to equipment
T) Technology dynamics <ul style="list-style-type: none"> • global communications • INTERNET • internationalization of technology • FTAs • etc. 	<ul style="list-style-type: none"> ▶ global competition ▶ new curricula ▶ produce new type of student ▶ virtual organizations take the work to the workers
U) Population growth (Paso del Norte region)	<ul style="list-style-type: none"> ▶ new construction needs ▶ increased resource demand ▶ more technology
V) Ongoing and increased need for proper training for all individuals in education to effectively do their jobs and meet the needs.	<ul style="list-style-type: none"> ▶ new professional development strategies ▶ paid time ▶ dollars ▶ new type of workers